

Lesson Planning



17:32



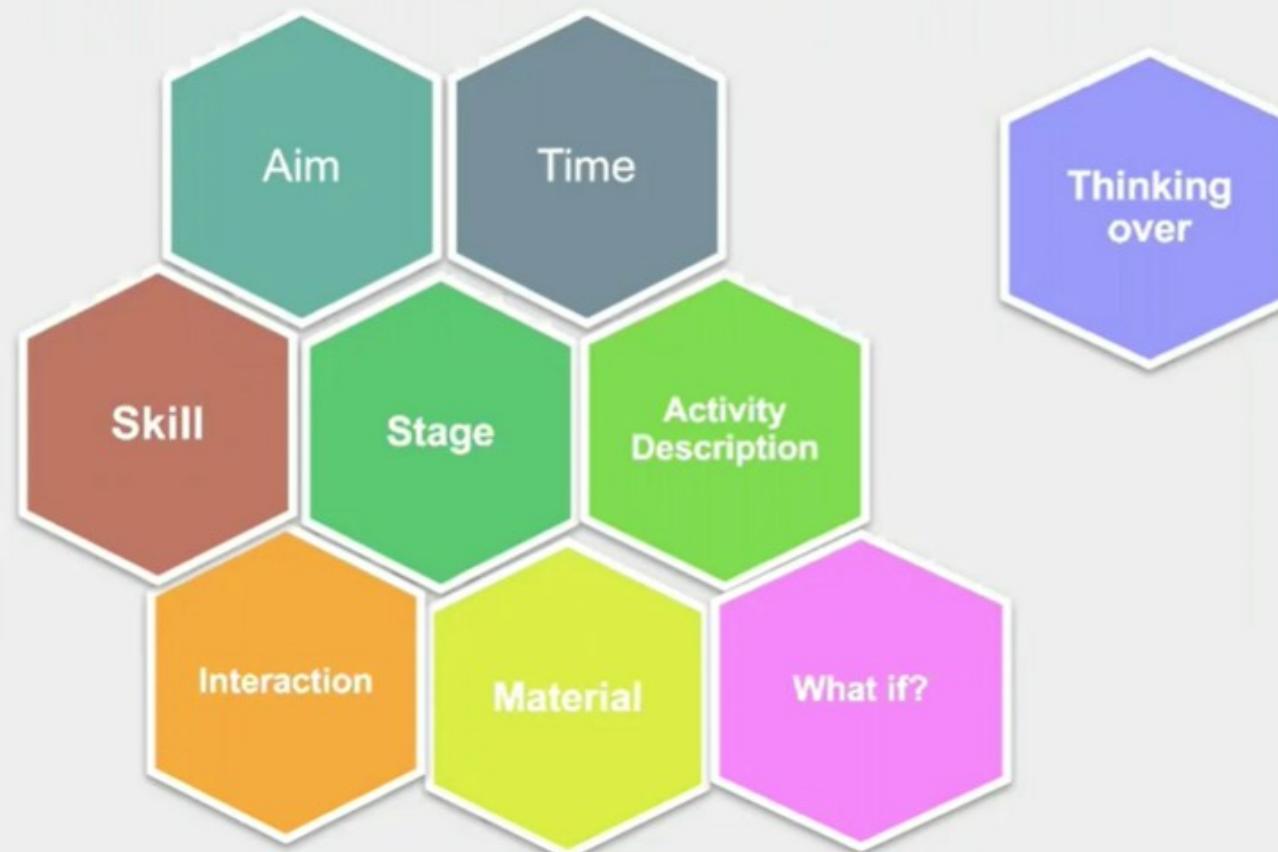
Session Objectives

- To list the important items to consider when planning a class
- To identify these items and describe them
- To reflect upon the results





What type of information should we consider when planning a lesson?

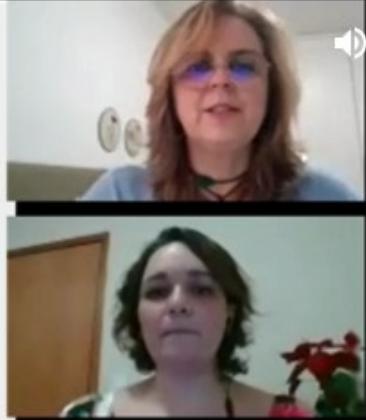




By the end of this class my students will be able to.....(function)

- use presente continuous
- describe what they are wearing
- say their favorite colors
- talk about their families
- recognise the numbers
- understand the commands





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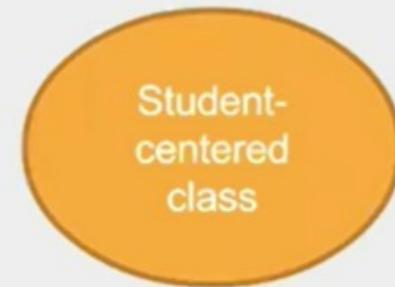
- **How long is my class?**
- **How long will be each activity (stage)?**
- **15% of the time to present**
- **50% of the time for practice opportunities**
- **35% of the time for production**



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- **Am I working with any skill in my lesson?**
- **Is it a Receptive or productive skill?**





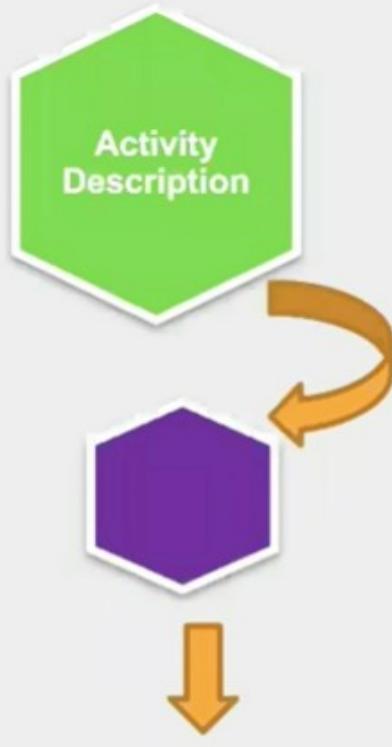
- Look back at skill item in your lesson plan.
In how many stages am I going to divide my class?
- Now it's the moment to think about timing again.
Remember to balance the amount of time for each stage always considering your student as the protagonist.





- Which steps do my students have to follow to perform the activities?
- Which **instructions** am I going to use to guide them?





Instructions

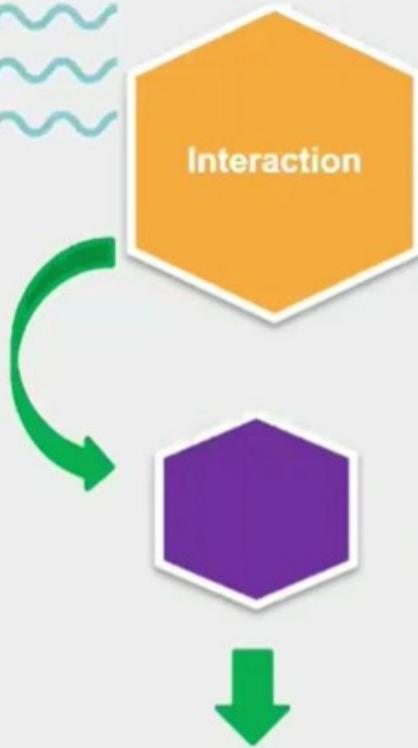
- **Plan your instructions**
- **Use patterns**
- **Use the imperative**
- **Break them into small pieces**
- **Use body language/gestures while giving your instructions**
- **Model the instructions**
- **Check instructions with ICQs**





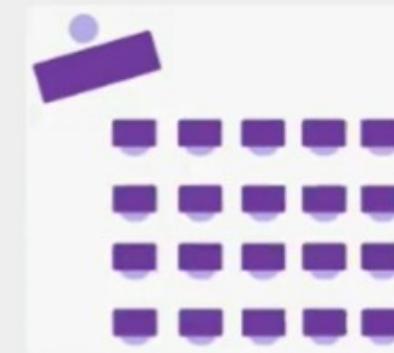
- **How will my students interact to perform the activity?**
- **T – Ss: (Teacher – Students)**
- **SSS: (small groups)**
- **S – S: (in pairs)**
- **SSSs : (whole group)**



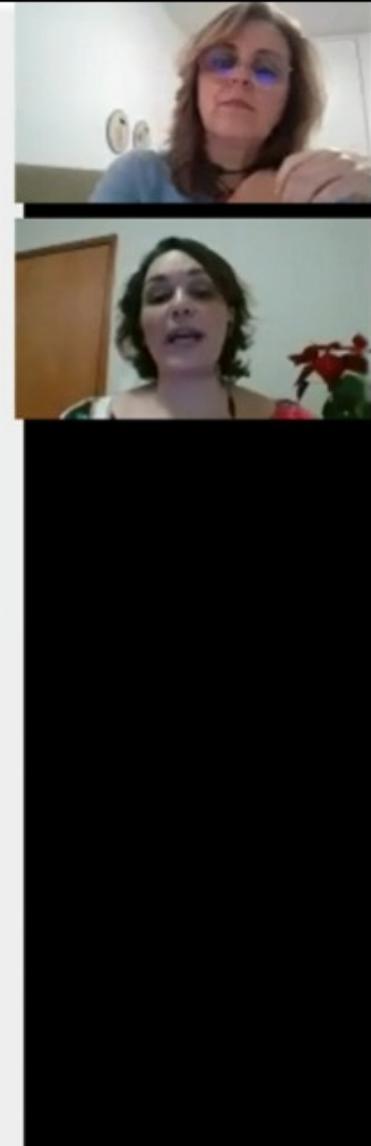


U-shape

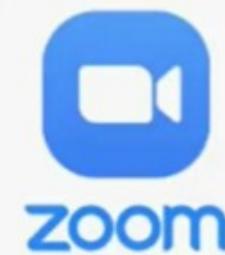
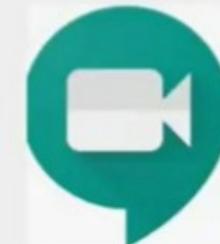
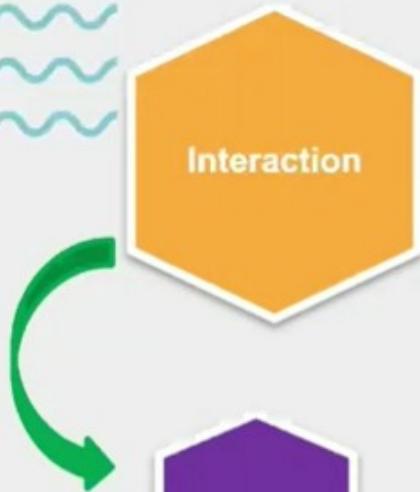
In pairs



In rows



Small circles





- **What type of material do I need for my lesson?**
- **Is it necessary to ask my students to bring any item for the class?**



Classroom Management





- **What type of problems can I have during the class that may spoil the activities I have planned?**
- **If anything goes wrong, what can I do to keep the lesson?**



Classroom Management

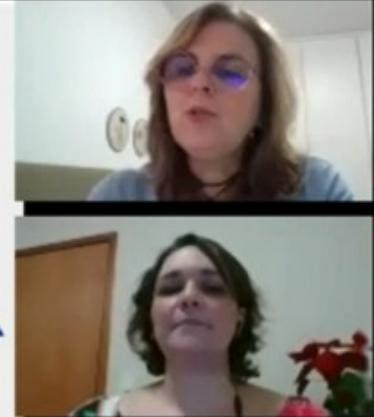
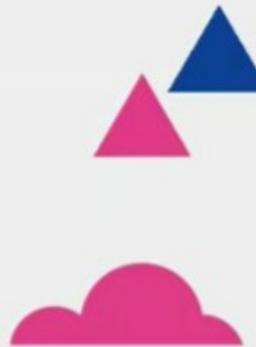




- Did I reach my aim?
- What did go wrong?
- What would I change?
- Were my students involved?



Teacher Development





Session Summary

- We have described some important items we should consider when planning a lesson.
- We have talked about classroom management.
- We have seen some possible ways to organize our classroom to promote more interaction.
- We have seen that a lesson plan is also an important tool for teacher's development.





1 2 3 4 5 6 7 8 9 **10** INICIO